

**REVISED 3-24-05**

***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

***U.S. Department of Education***

**Cover Sheet**

Type of School:   X   Elementary    Middle    High    K-12

Name of Principal   Mr. Timothy Sheehan  

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Dixie Bee Elementary School  

(As it should appear in the official records)

School Mailing Address   1655 E. Jessica Dr.  

(If address is P.O. Box, also include street address)

  TerreHaute  

City

  IN  

State

  47802-4853  

Zip Code+4 (9 digits total)

County   Vigo  

School Code Number\*   8511  

Telephone   (812) 462-4445  

Fax   ( 812 ) 462-4447  

Website/URL   www.vigoschools.org/~dixbel  

E-mail   tfs2@vigoschools.org  

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature)

Date\_\_\_\_\_

Name of Superintendent\*   Mr. Daniel Tanoos  

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Vigo County School Corporation  

Tel.   ( 812 ) 462-0011  

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature)

Date\_\_\_\_\_

Name of School Board

President/Chairperson   Mr. Guille Cox  

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

Date\_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:     \_18\_ Elementary schools  
   \_6\_ Middle schools  
   \_\_\_\_\_ Junior high schools  
   \_3\_ High schools  
   \_2\_ Other  
  
   \_29\_ TOTAL

2. District Per Pupil Expenditure:     \_\_\$5653\_\_\_\_  
  
     Average State Per Pupil Expenditure:   \_\_\$5811\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4.    \_9\_ Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	33	37	70		8			
1	57	44	101		9			
2	48	44	92		10			
3	35	39	74		11			
4	64	45	109		12			
5	66	46	112		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								558

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 89                | % White                          |
| 2                 | % Black or African American      |
| 1                 | % Hispanic or Latino             |
| 8                 | % Asian/Pacific Islander         |
| 0                 | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 5%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1	558
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 4%  
20 Total Number Limited English Proficient

Number of languages represented: 10

Specify languages:

Arabic	Czech	Konkani
Maithili	Mandarin	Punjabi
Russian	Spanish	Tagalog
Vietnamese		

9. Students eligible for free/reduced-priced meals: 14%

Total number students who qualify: 77

10. Students receiving special education services:   14  %  
  78  Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>  5  </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>  0  </u> Deafness	<u>  1  </u> Other Health Impaired
<u>  0  </u> Deaf-Blindness	<u> 10  </u> Specific Learning Disability
<u>  1  </u> Emotional Disturbance	<u> 56  </u> Speech or Language Impairment
<u>  0  </u> Hearing Impairment	<u>  0  </u> Traumatic Brain Injury
<u>  1  </u> Mental Retardation	<u>  0  </u> Visual Impairment Including Blindness
<u>  0  </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>  1  </u>	<u>      </u>
Classroom teachers	<u> 30  </u>	<u>  1  </u>
Special resource teachers/specialists	<u>  2  </u>	<u>  1  </u>
Paraprofessionals	<u>  6  </u>	<u>      </u>
Support staff	<u> 10  </u>	<u>  2  </u>
Total number	<u> 49  </u>	<u>  4  </u>

12. Average school student-“classroom teacher” ratio:  20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	98%	97%	98%	99%	98%
Teacher turnover rate	1%	1%	1%	1%	1%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

*(Not Applicable)*

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	<b>100 %</b>

## **PART III - SUMMARY**

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Dixie Bee is reflected by its mission statement, which reads:

The school community provides a safe learning environment that develops in children the ability to investigate and acquire the skills necessary for a productive future and fosters a lifelong desire for knowledge. All children are provided an equal opportunity to learn and reach their optimum level of achievement.

Dixie Bee is a K-5 school in the Vigo County School Corporation located in the southern part of the county. The school achieves high academic success with the help of a strong, stable staff and involved parents. The community ranges from blue collar to a strong base of professionals. Due to the stability of the community from which we draw, the mobility rate is low. Dixie Bee instructs a student population comprised of 558 students. Eighty-six percent of the students are Caucasian, eight percent are Asian, and two percent are African American. The remaining four percent are categorized as Multiracial or Hispanic.

The Covered Bridge Special Education District provides services for students who qualify for assistance. Two percent of the student population receives services in the Resource Room, while ten percent receive support for communication disorders. All students are tested in first grade for gifted/talented services. Self-contained gifted/talented classes are offered in grades two through five.

Students participate in numerous competitions including Hoosier Spell Bowl, Continental Mathematics League, Mathematical Olympiads, Indiana Math League, Mathematic Academic Teams for Hoosiers, Thinking Cap Quiz Bowl, Math Fax, and Dixie Bee's annual science fair.

Dixie Bee serves as a hub for community activity. The school-wide chess club participates in state and national competitions. The school serves as a meeting place for other organizations such as Boy Scouts and Girl Scouts. Representatives from the business community conduct mini-lessons on behalf of Junior Achievement. Our school participates in the Kids Hope USA

Program. This program provides mentoring to students on a one-to-one basis. Community volunteers enhance the curriculum through their sponsorship of activities such as Diversity Day. These activities are possible because of our safe and disciplined learning environment.

Dixie Bee aids future educators by serving as a professional development site. Pre-service teachers and student teachers from Indiana University, Indiana State University, and Saint Mary of the Woods College gain field experiences in our classrooms. Numerous high school students serve as interns at Dixie Bee to explore their interest in education as a career goal. Foreign language instruction is available to our students by high school cadet teachers as well.

Dixie Bee is a school with strong community and parental support. The school is recognized as a model for success.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

### 1. Meaning of School Assessment Results

Dixie Bee Elementary School participates in Indiana's state assessment system with a minimum performance standard established by the Indiana State Board of Education. The Indiana Statewide Testing for Educational Progress (ISTEP+) has been administered in the fall at grades 3, 6, 8, and 10. Beginning in Fall 2004, testing was expanded to include grades 4, 5, 7, and 9. Although not part of the state assessment system, Dixie Bee uses Terra Nova at the second grade and third grade level as a norm-referenced test. For the purposes of this application we will focus on scores for grade 3 as prior data exists for this grade only.

State performance levels measure the percentage of students meeting the state's academic standards in English/language arts and mathematics. For the past two years, the state of Indiana also has a cut score for exceptional performance (Pass +), and Dixie Bee's percentage has been well above the state average for both years in English/language arts and mathematics. The following chart illustrates Dixie Bee's history of high achievement when compared to district and state averages for the past five years:

<b>Dixie Bee Elementary School</b> <b>ISTEP+ PROFICIENCY PERFORMANCE REPORT</b> <b>Comparison of 2000, 2001, 2002, 2003, and 2004 Test Data</b> <b>Percentage of Students Meeting Indiana Academic Standards</b>										
Grade 3	Language Arts					Mathematics				
	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Dixie Bee	77	87	89	95	92	92	93	89	93	94
Vigo County	60	64	75	73	74	69	73	71	70	71
Indiana	63	66	72	74	75	70	70	66	71	73

Our only significant subgroup, SES (free and reduced lunch), comprises 10% of the

third grade population. For the 2003-2004 test, 70% of this subgroup met Indiana academic standards in Math and 90% in English/Language Arts.

The website where information on the state assessment system can be found is [www.doe.state.in.us/asap/welcome.html](http://www.doe.state.in.us/asap/welcome.html)

## 2. Use of Assessment Data

Assessment directs all instruction, staff development, and grade level discussions. Evaluation and assessment tools used by Dixie Bee teachers include the McGraw- Hill Language Arts Assessment for grade K-5, The Terra Nova Test, and ISTEP+ scoring rubrics for grades 2-5. The Vigo County School Corporation Administrative Offices release ISTEP+ data to the school. The principal and a cadre of grade level teachers who administered the test analyze the data. The recommendations and conclusions are shared with the entire staff during staff meetings. Assessment data from ISTEP+ helps the staff to understand students' strengths and weaknesses. Data from assessments guide the research based instructional practices that help meet students' needs. As part of North Central Accreditation, data is analyzed to focus on two school-wide improvement goals. Even though our scores are exceptionally high, the staff has decided to place additional emphasis on problem solving strategies and reading comprehension skills across the curriculum.

## 3. Communication of Student Performance

Dixie Bee Elementary School uses numerous vehicles to communicate student performance data to parents, students, and the community. The school principal regularly updates parents and the community about student performance both in the school newsletter and at monthly parent-teacher organization meetings. Student performance is assessed and communicated to parents through report cards distributed four times during the school year. These reports reflect each student's progress toward meeting the Indiana Standards in each academic area. Teachers share Terra Nova assessment results at fall conferences with second and third grade parents. In addition, results of Scholastic Reading Inventory assessment records are shared with families during conferences; this data provides a specific reading lexile as well as information about the number and titles of books that each student has read. The district publishes an Annual Report in the community newspaper with Dixie Bee's disaggregated ISTEP+ scores compared to district and state averages. A school and district website enables parents and community members direct access to disaggregated ISTEP+ scores in English/language arts and mathematics. Finally, the district has purchased the Accountability Profile Software that enables teachers to disaggregate data for school improvement planning.



#### 4. Sharing Successes

School successes are shared in a variety of ways. During Vigo County School Corporation Administrators' meetings principals share their success stories. School leaders can then take their ideas back to their respective schools where they have similar populations. The principal is also a representative of the Superintendent's Cabinet and shares information about the school with other principals, Board members, and business and community members.

Dixie Bee teachers have been presenters during grade level staff development meetings at the district level. They have shared their expertise and resources with other teachers from schools throughout the school corporation. Everyday Math teachers were presenters during corporation sponsored staff development days. Teachers of the gifted and talented program at Dixie Bee meet monthly to present and share expertise with colleagues across the district. Dixie Bee receives statewide recognition for our students' successes in competitive endeavors in science, math, and spelling. Dixie Bee has consistently been a recipient of Indiana's Four Star School Award. This award recognizes schools that excel in academic achievement and attendance. Numerous visitors from surrounding corporations have visited Dixie Bee to observe classroom practices and programs.

## **PART V – CURRICULUM AND INSTRUCTION**

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#### 1. School Curriculum

The state of Indiana has set standards for performance in all academic areas. These state standards have received national recognition for their clarity and breadth. The Vigo County School Corporation has established local curriculum based on these standards and the needs of our students.

At Dixie Bee Elementary School, the Everyday Mathematics program is in its first year of school-wide implementation in grades K-5. The Everyday Mathematics program expands students' mathematical knowledge base to encompass numeration and counting, measurement, geometry, operations and relations, algebra (patterns, rules, and functions), data collection and analysis, statistics and probability, problem solving, and logical reasoning. The Everyday Mathematics program aligns closely with the Indiana Academic Standards of Mathematics and is written to spiral both vertically and horizontally. Children are exposed to a concept at least five times over a two-year period (once introduced, a concept is revisited in at least five different ways, each with considerable practice). Children have many opportunities to grasp a concept when developmentally ready to do so. Manipulatives facilitate modeling mathematical concepts and communication about those concepts, thus promoting the development of children's thinking.

In terms of the English/language arts core program, the McGraw-Hill Reading Program is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. The McGraw-Hill Reading

Series provides a sequenced and systematic program of explicit instruction and practice in all of the essential components of reading instruction.

Dixie Bee teachers use the McGraw- Hill Social Studies Series to support the social studies curriculum at grade levels 1 and 2 and Scott Foresman at grade levels 3-5. The goal of social studies education is the development of informed, responsible citizens who participate effectively in our democracy. The Indiana Academic Standards for Social Studies address this goal by integrating a strong knowledge base with the skills for inquiry, thinking, and participation. The standards are organized around five content areas: history; civics and government; geography; economics; and individuals, society, and culture.

Dixie Bee teachers use Harcourt Brace as the required health curriculum at each grade level, K-5. The health and health-related behaviors of students have a direct impact on their school attendance and ability to learn. The goal of health education, and thus the health education standards, is health literacy. The health literate person is a critical thinker and problem solver, a responsible and productive citizen, a self-directed learner, and an effective communicator. When a person is cognizant of health practices he/she is able to obtain, interpret, and understand basic health information, products, and services and the competence to use such information, products, and services in ways that will enhance personal, family, school, and community health.

The science curriculum adheres to state standards that are now assessed at the 5<sup>th</sup> grade level in the state of Indiana. Since 1988, the Vigo County School Corporation has incorporated an AIDS Curriculum in grades K-12 in compliance with Indiana state law; therefore, Dixie Bee students are continuously engaged in the AIDS curriculum at all grade levels. Students learn to understand this disease and develop skills to deal with social and emotional issues. Teachers utilize an AIDS Curriculum Guide containing information that provides assistance to them pursuant to the law.

All Dixie Bee students receive weekly instruction in art, music, and physical education as taught by licensed teachers in each respective area. The goal of the physical education curriculum is to develop individuals who are proficient at movement and who can use physical activity to maintain or develop fitness. The art program encourages children to create artwork about self, feelings, and experiences while applying elements and principles of art. Music literacy enhances a student's ability to participate in society by developing creative problem solving, by emphasizing communication skills, and by promoting self-discipline. Music literacy encourages self-expression and fosters working together toward common goals.

## 2a. Reading Curriculum

Dixie Bee Elementary School, in alignment with the district, has chosen to use a balanced literacy framework as an organizational tool in integrating Indiana Academic Standards for English/Language Arts, five essential reading components in the scientifically-based reading research, the McGraw-Hill core reading program, diagnostic assessments, technology support, and other intensive instructional strategies and materials. A Four Blocks framework provides a solid infrastructure for a quality balanced literacy program that enables all students to reach the

level of reading proficiency designated for each grade level. The district has supported schools for the past four years with training and materials support in this balanced literacy framework.

The Four Blocks framework for reading and writing incorporates on a daily basis several different approaches to reading for at least 90 minutes per day. The Four Blocks-Guided Reading, Self-Selected Reading, Writing, and Working with Words provide numerous and varied opportunities for all children to learn to read and write. Not all children learn to read in the same way, and by providing instruction in each of the Four Blocks, each child is provided with substantial instruction to support whatever learning personality a child has.

At Dixie Bee Elementary School, Reading Recovery is a highly effective intervention of one-to-one tutoring for low achieving first graders. Reading Recovery supplements the core curriculum as identified grade one students receive a daily half-hour lesson for 12-20 weeks with a trained Reading Recovery teacher.

### 3. Writing Curriculum

Dixie Bee Elementary School has a writing co-teacher, a writing specialist released from normal teaching duties, who works alongside second grade classroom teachers to promote a balanced approach to teaching writing. Goals established for the program include: to increase student achievement of writing skills; to develop effective teaching strategies aligned with the Indiana Academic Standards of English/Language Arts; to collaborate, instruct, and model all stages of the writing process; and to enrich the Vigo County School Corporation Language Arts curriculum.

During the fall and spring, every second grade student at Dixie Bee is assessed according to the ISTEP+ rubrics. Using information about student abilities, the writing co-teacher crafts lessons and models the targeted skills. Selected literature is utilized to foster oral language and to stimulate the students' thought processes, thus improving writing development. Students are then actively engaged in the components of the writing process, focusing on the steps of drafting, revising, editing, and publishing. The lesson concludes with the sharing of student writing and with discussions of strengths and weaknesses.

### 4. Instructional Methods

The Four Blocks literacy framework enables teachers to differentiate instruction within the regular classroom. The Four Blocks framework includes a self-selected reading component that enables teachers to differentiate instruction by enhancing student access to appropriate books. Through the Scholastic Reading Inventory/Scholastic Reading Counts Program, students have access to a large supply of books across a range of difficulty levels. The book titles represent not only a substantial range of difficulty but also a wide range of genres to promote student motivation. Dixie Bee Elementary School includes a population of children from lower income homes who need rich and extensive collections of books at school to enable them to keep pace with other students from more affluent families.

Likewise, the Everyday Mathematics program supports strategies for differentiated instruction. Students and teachers in the Everyday Mathematics program use games to learn and reinforce mathematical concepts. The Everyday Mathematics program uses manipulatives to explore and develop concepts. Teachers use different strategies to accommodate the different learning styles and abilities of all students.

Dixie Bee Elementary School has a Gifted/Talented Program at grades 2, 3, 4, and 5 to support needs of accelerated learners. Key curricular components in the Gifted and Talented classroom include: critical reading and thinking skills; math enrichment, literature discussions and thinking skills; public speaking, independent self-directed research; cooperative group work; explorations in science; and challenging and varied writing experiences.

## 5. Professional Development

Dixie Bee Elementary School's professional development consists of both strong district and building level support. During each year of adoption, the district provides staff development training to orient teachers to the new textbooks and all of the supplementary materials for that content area. For the past four years, the district has provided a literacy consultant to assist the Dixie Bee staff in implementing a balanced literacy framework. For the past two years, the district has utilized Everyday Mathematics trainers to assist teachers in the implementation of the Everyday Mathematics program. The district has also provided training in Scholastic Reading Counts/Scholastic Reading Inventory during the summer months. Dixie Bee Elementary School has also conducted staff development workshops to support their school improvement plan.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*(Not applicable)*

## PART VII - ASSESSMENT RESULTS

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### State Criterion-Referenced Tests

ISTEP+ is the state measure of Indiana Academic Standards. Students receive a Did Not Pass, a Pass, or a Pass+ designation. The Pass + designation did not start until the 2003-2004 school year. Our only measurable subgroup is SES (Free or Reduced Lunch).

Subject English/Language Arts Grade 3 Test ISTEP+

Edition/Publication Year 2003-2004 Publisher CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: September					
<b>SCHOOL SCORES</b>					
% Meeting Indiana Academic Standards (Pass)	95%	89%	87%	77%	84%
% Exceeding IN Academic Standards (Pass+)	31%	26%	NA	NA	NA
Number of students tested	107	106	105	93	96
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. Free/Reduced Lunch (SES) (specify subgroup)	98 students	88 students	70 students	76 students	84 students
% Meeting Indiana Academic Standards (Pass)	90%	93%	88%	NA	NA
% Exceeding IN Academic Standards (Pass+)	10%	0%	NA	NA	NA
<b>STATE SCORES</b>					
% Meeting Indiana Academic Standards (Pass)	74%	72%	66%	63%	69%
% Exceeding IN Academic Standards (Pass+)	13%	10%	NA	NA	NA

## State Criterion-Referenced Tests

ISTEP+ is the state measure of Indiana Academic Standards. Students receive a Did Not Pass, a Pass, or a Pass+ designation. The Pass + designation did not start until the 2003-2004 school year. Our only measurable subgroup is SES (Free or Reduced Lunch).

Subject Math Grade 3 Test ISTEP+

Edition/Publication Year 2003-2004 Publisher CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: September					
<b>SCHOOL SCORES</b>					
% Meeting Indiana Academic Standards (Pass)	93%	89%	93%	92%	92%
% Exceeding IN Academic Standards (Pass+)	31%	24%	NA	NA	NA
Number of students tested	107	106	105	93	96
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. Free/Reduced Lunch (SES) (specify subgroup)	98 students	88 students	70 students	76 students	84 students
% Meeting Indiana Academic Standards (Pass)	70%	80%	94%	NA	NA
% Exceeding IN Academic Standards (Pass+)	0%	20%	NA	NA	NA
<b>STATE SCORES</b>					
% Meeting Indiana Academic Standards (Pass)	71%	67%	70%	70%	73%
% Exceeding IN Academic Standards (Pass+)	13%	9%	NA	NA	NA

## **ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

### **Norm-Referenced Assessment**

Prior to school year 2003-2004, a norm-referenced component of ISTEP+ was used for national comparisons. Starting in the 2003-2004 school year, Terra Nova is being used.

Subject: Reading Grade 3 Test: Terra Nova(2003-2004) & ISTEP+ (2001-2003)

Edition/Publication Year 2003-2004 Publisher CTB\_McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores      Percentiles     

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: September					
<b>SCHOOL SCORES</b>					
Total Score	75	67	67	63	55
Number of students tested	107	106	105	93	96
Percent of total students tested	100%	100%	100%	NA	NA
Number of students alternatively assessed	0	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	0%	NA	NA
<b>SUBGROUP SCORES</b>	NA	NA	NA	NA	NA
(No subgroup scores available)					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

### Norm-Referenced Assessment

Subject: Math Grade 3 Test: Terra Nova(2003-2004) & ISTEP+ (2001-2003)

Edition/Publication Year 2003-2004 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores      Percentiles     

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: September					
<b>SCHOOL SCORES</b>					
Total Score	75	88	81	76	65
Number of students tested	107	106	105	93	96
Percent of total students tested	100%	100%	100%	NA	NA
Number of students alternatively assessed	0	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	0%	NA	NA
<b>SUBGROUP SCORES</b>	NA	NA	NA	NA	NA
(No subgroup scores available)					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					